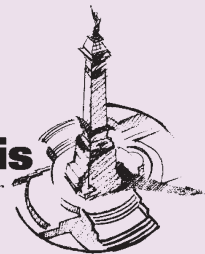


THE MAYOR'S CHARTER SCHOOL ACCOUNTABILITY SYSTEM

SUPPLEMENTAL REPORT #2

2006

City of
Indianapolis
Bart Peterson, Mayor



The Mayor grants charters to school operators offering them full autonomy in exchange for a high level of accountability. With the support of the Annie E. Casey Foundation (AECF), the Mayor's Office developed a model accountability system through which the schools and the Mayor's Office establish expectations, monitor progress, report to the public, and make informed decisions about the future of the schools.

Indiana's charter schools law and the state's accountability policies set the broad context within which the Mayor's accountability system falls. These important state requirements include annual fall student ISTEP+ testing and reporting. The Mayor's approach to accountability extends beyond that of the state, with the aim of providing additional

practical benefits to charter schools, families, and the public. To measure student progress over the course of the year, Mayor-sponsored charter schools annually participate in an additional fall and spring assessment. The Mayor's Office also collects information about the schools' performance through in-depth third-party site visits, surveys of parents, staff and students, and reviews of schools' governance and financial performance. These various evaluative pieces create a fundamentally new kind of relationship among public schools, the agencies that oversee them, families, and the larger public.

To achieve this goal, the Mayor's Office designed an accountability system for charter schools based on the following basic principles:

- **Autonomy** – enabling schools to implement their own unique approaches to quality public education;
- **Value** – providing schools with tools and information that help them improve performance;
- **Low burden** – minimizing the amount of time, effort, and expense needed to comply with requirements;
- **Transparency** – providing maximum information to parents, the schools, and the public about school performance and the accountability process; and
- **Responsibility** – ensuring that the Mayor has sufficient information to carry out his responsibilities for overseeing charter schools that are of the highest quality, accessible to all, and in compliance with all applicable laws.

SETTING EXPECTATIONS

The Mayor's Office is committed to implementing a charter school oversight system that is clear from the outset and helps all schools continuously improve. An essential tool for this oversight system, to be used by both the Mayor's Office and the schools, is the Charter School Performance Framework. This Framework serves two

important purposes: (1) to inform ongoing oversight by the Mayor's Office and (2) to help each school continually assess and improve its performance. The Framework provides a foundation of common evaluation elements for all of the Mayor-sponsored schools. The content of this Framework serves as a floor rather than a

ceiling for school performance and continuous improvement. It is expected that each school will develop and enrich this basic accountability plan with additional measures to assess and demonstrate achievement of its specific mission.

COMMON MEASURES: THE CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Charter School Performance Framework is divided into four sections:

- **Is the educational program a success?**
- **Is the organization effective and well-run?**
- **Is the school meeting its operational and access obligations?**
- **Is the school providing the appropriate conditions for success?**

When measuring a given school's performance, the school's leadership team and the Mayor's Office will examine several sub-questions in relation to each of the four core questions. The four sections (educational performance, organizational viability, operations/access and appropriate conditions for success) and their respective sub-questions will be

rated on a four-point scale (*Does Not Meet Standard, Approaching Standard, Meets Standard, and Exceeds Standard*). For a detailed description of the Framework and the full assessment rubric (and sub-questions) for each section, go to www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm.

Measuring a school's academic progress is the most important and complex part of this Framework. The Mayor's Office has created a set of indicators that captures each school's: (1) **absolute performance** (the percentage of students who are "proficient" in a given subject); (2) **improvement over time** (the academic growth of individual students over time); and (3) **comparative performance** (how well a given school performed relative to other local public educational options).

In making renewal and revocation decisions, the Mayor's Office will focus first on each school's objectively measurable performance outcomes under the first three questions in the Framework. The fourth question in the Framework will serve to inform the Mayor's Office about whether the school is on the right path to meet the outcomes expected under the first three questions. More importantly, well before the renewal decision, school self-assessments and external reviews of school academics, finances, and other reporting requirements organized under this Framework will provide solid data that parents can use to decide whether to send their children to the charter school and schools can use to assess their continuous improvement efforts.

UNIQUE MEASURES: GOALS ESTABLISHED BY THE SCHOOL

While the Framework is meant to form the foundation of each school's accountability plan, each school identifies additional customized mission-specific goals and objectives by which to measure its performance. An expert in school accountability works with each school to develop goals and measures specific to the school's particular mission and target population. The school accountability plans build on the goals and contractual obligations described in each founding group's charter school agreement and are meant to guide each school's progress

through its first seven-year charter. The Mayor's Office developed an accountability handbook to assist charter founders in building their accountability plans. For more information about the accountability plans, refer to the *Accountability Handbook for Mayor-Sponsored Charter Schools, 4th ed.*, which may be accessed on-line. (See the box on page 3 for more information.)

The accountability plan serves as part of a school improvement process and is meant to help each school:

- establish a clear set of ambitious, attainable, and measurable goals for the entire school community;
- evaluate school performance within a framework that includes student performance, financial, compliance, and organizational data;
- identify its strengths and weaknesses;
- engage parents in the mission and goals of the school, while also helping inform their school selection process; and
- demonstrate public accountability for results by creating a transparent set of objectives and measures.

GATHERING THE DATA

The Mayor's Office collects data in numerous ways to support the measures of school performance outlined in the Framework. While it relies on a wide range of reports and statistical information available about schools, the accountability system also includes alternative ways to track various indicators of school performance. Moreover, although charter schools are free from many restrictions, they still must comply with basic public school laws and regulations on issues ranging from financial probity to special education, and file numerous reports with the state and the Mayor's Office. Consequently, the Mayor's Office collects data about the schools in a variety of ways. The Mayor's Office has also developed systems to help schools meet their compliance requirements, as the schools themselves are ultimately responsible for complying with all applicable laws and regulations.

Prior actions

Each school's charter outlines a series of steps, called "prior actions," that a school must complete before it may provide instruction to students. Prior actions include but are not limited to: fully preparing facilities, including obtaining necessary permits and successfully completing inspections; developing detailed plans for special education,

curriculum, transportation, and school safety that comply with all applicable laws; and finalizing budgets, financial plans, and accounting procedures that are in accordance with state rules. To view a list of the prior actions set by the Mayor's Office, refer to the attachments to the charter agreement. The charter and its attachments may be accessed on-line. (See the box on page 3 for more information.)

Pre-opening checklist and visits

The Mayor's Office staff conducts several visits with each new school before it opens its doors for the first time to students and families. The purpose of these visits is to determine whether the school is focusing upon a wide range of matters, from safety to staffing, that a new school must successfully address prior to opening. The Mayor's Office provides schools with a detailed checklist prior to the visits and, during each visit, reviews documentation and other evidence that items on the checklist have been satisfactorily addressed. The pre-opening checklist may be accessed on-line. (See the box on page 3 for more information.)

Annual testing

Each school must conduct standardized tests of reading and mathematics for every student, every year. To meet state requirements, schools are required to

administer ISTEP+ every fall to students in grades 3-10. The Mayor's Office also requires charter schools to test students in the fall and spring in order to collect comparable, longitudinal data to measure student growth over the course of each school year, and from one year to the next. This consistent year-to-year testing will allow the Mayor's Office to assess the "value-added" by each school—the degree to which the school contributes to the learning of its students. This kind of analysis is critical in the Mayor's Office's assessment of school progress.

Site visits

Outside teams of experts periodically visit each Mayor-sponsored school throughout the seven-year term of the charter. The site visits give reviewers the opportunity to see in person what lies behind the test scores and reports that traditionally form the core of school oversight. Team members talk to Board members, students, teachers, administrators and parents; visit classrooms; and review documents and materials. Reviewers provide oral reports to the schools at the end of their visits, and provide written comments citing commendations and areas for improvement. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis developed the site visit process and a representative from

CELL who has expertise in school accountability led the site visits of the Mayor-sponsored schools in their first, second and third years. In addition to CELL's accountability expert, the site visit teams included experienced public school teachers and administrators. Moreover, teams of experts from SchoolWorks conducted site visits of fourth-year schools as part of an extensive mid-charter review of those schools, which is further detailed below. The site visit and fourth year charter review protocols may be accessed on-line. (See box for more information.)

Surveys

Each spring, parents and staff complete surveys that assess their satisfaction with the school's learning climate. Certain middle and high school students were also surveyed. Survey items align with the Mayor's Charter School Performance Framework. To maintain objectivity, CELL administers the surveys and collects the data for the Mayor's Office. CELL developed the survey instruments and analyzed the results for the Mayor's Office. Students in grades 9-12 completed the survey developed by the Network of Effective Small Schools in Indianapolis (NESSI) which used content from the Bill & Melinda Gates Foundation national evaluation of small schools. Sample copies of the parent, staff and student surveys may be accessed on-line. (See box for more information.)

Governance and financial reviews

The Mayor's Office has developed a *Charter School Governance and Compliance Handbook* with guidelines to determine

whether schools are in compliance with their charters and all applicable laws. To help schools maintain and organize all compliance-related items, the Mayor's Office works with each charter school prior to opening to create a compliance binder to organize all governance and compliance-related documents. In addition, the Mayor's Office conducts monthly governance and compliance site visits to each school. These reviews focus on issues related to Board leadership, reporting requirements, financial management, personnel matters, and school policies. On a quarterly schedule, schools submit financial statements to the Mayor's Office. An independent accounting firm reviews these reports using metrics designed specifically to evaluate the financial condition of Mayor-sponsored charter schools.

Mid-charter review

In the fourth year of each school's seven-year charter term, the Mayor's Office prepares a comprehensive review of the school's performance to that point. This review begins in the school's third year with a thorough self-evaluation of the school's performance for the first three years of operation, examining all the areas covered in the Performance Framework and any additional measures of success developed by the school. This self-assessment by each school is combined with a third-party, multi-day on-site review to corroborate and build upon the school's self-evaluation. A public report on the school's performance to date follows. In 2005-06, the Mayor's Office retained SchoolWorks, an educational consulting group, to develop and conduct

a review of fourth year schools. SchoolWorks placed teams of independent reviewers in each school for two-and-a-half days to collect and analyze data about school programs and practices.

The array of data the Mayor's Office collects, including the annual site visit reports, parent, staff and student surveys, financial reviews, and reporting information, as well as each school's performance data in relation to the school's accountability plan, will contribute to the Accountability Report.

ACCOUNTABILITY-RELATED DOCUMENTS DEVELOPED BY THE MAYOR'S OFFICE

- Charter School Accountability Handbook
- Charter School Performance Framework
- The "Charter" - Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Third Year Self Evaluation and Site Visit Protocol
- Fourth Year Charter Review Protocol
- Surveys of Mayor-Sponsored Charter School Parents, Staff and Students
- Charter School Governance and Compliance Handbook

These documents are available on-line at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm.

USING THE DATA

The Mayor's Office publishes the results of all these reviews to inform parents and the greater public about how Mayor-sponsored charter schools are doing. The Mayor's Office will use this information in making high-stakes decisions about these schools' futures, and the schools can use this information themselves to enhance and improve their educational programs over time.

Informing the public

The Mayor's Office is committed to making its charter school oversight process as transparent and useful as possible to all parties. The Mayor will continue to produce reports that will provide information about how each school is performing, including test score analysis, site visit and survey results, and an analysis of how the school is spending its public dollars. Families and community members can access up-to-date school performance information about each school by accessing the Mayor's charter school website. Additionally, the mid-charter review conducted in the school's fourth year provides a good explanation to the legislature and the general public about how effectively public dollars are being spent.

Informing the Mayor's Office

The Mayor's Office will continue to use the data it collects to ensure that schools are on track to fulfill the terms of their charters, including meeting the common goals outlined for all schools as well as each school's individual goals. Ultimately, the Mayor's Office will utilize all of the data collected over the first six years of the school's charter term to make charter renewal decisions. In its sixth year, each school must submit a renewal petition that presents the case for why the school should maintain its charter. The Mayor's Office will consider this renewal petition in conjunction with the mid-charter review, the site visit reports, survey results, governance and compliance reviews, academic testing performance, and financial audits to decide whether a school should maintain its charter beyond year seven.

Informing the schools

Schools can utilize the accountability data to improve their academic programs and organizational processes. For example, the site visits generate useful critiques by the expert reviewers about the areas schools should target for improvement as

well as the areas in which the schools excel. The reviewers also meet with school leaders at the end of their visits to point out their general observations about how the school is running in every major aspect ranging from student learning and classroom management to staff and financial management. Additionally, the mid-charter review conducted in each school's fourth year provides the school with a straightforward understanding of what it will need to improve in the subsequent three years. This review also gives schools and parents adequate notice of any challenges identified and ample opportunity to address them prior to the Mayor's renewal decisions. And, among other uses for the data, the annual surveys help every school understand how its important constituents – parents, staff, and students – perceive the school as a whole and highlight areas that need to be improved to increase satisfaction.